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ABSTRACT

This document is a manual designed to help the user explore life relationships and choices. The manual is divided into the following sections: (1) Self-Image: How Do I View Myself? (2) Relationships: How Do I View Others? (3) Education: How Do I View My School? and (4) New Futures: How Do I View My World? The sections include checklists, discussion questions, and activities. The manual focuses on sex bias and sex stereotypes. (ABL)

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The University of New Mexico

Department of Secondary and Adult Teacher Education

CHOOSING WHAT'S BEST FOR YOU

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SEX DESEGREGATION TRAINING INSTITUTE
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INTRODUCTION

LIFE IS A SERIES OF RELATIONSHIPS:

RELATING TO OURSELVES

RELATING TO OTHERS

RELATING TO THE WORLD!

As infants, we are basically the sum total of our world. We are numero uno... the center stage attraction...the star! Other people are important only in relation to how well they gratify our needs. As self-centered as this world might be, we are, nevertheless, beginning the long journey of discovery of self -- who we are but also discovering some basic relationships to others.

As we develop into young children, we become more aware of who other people are and how they interact with us. Our perceptions of others develop, and we begin to fit the pieces of the puzzle together in an attempt to understand our ever-expanding world and what our role is within it. Of course, while we're discovering others, we're also still discovering ourselves; these are very over-lapping processes.

Part of that process is the development of a more clearly defined self-image: who we are; whether we like ourselves; how we perceive our femininity or masculinity; and how important we view ourselves in the total scheme of things. The funny thing about this search is that much of what we think about ourselves affects how we view others. If we like ourselves, the chances are good that we'll like others. If we are full of fears and insecurities, our relationships with other people will reflect this. And if we see ourselves as basically manipulated or controlled by our "maleness" or "femaleness," then we will probably impose those limitations on others around us. Stereotyped concepts about the respective sex roles of females and males

can really

put us

in a

BOX!

As we mature, we are confronted by people of all ages, sexes, races, physical descriptions, economic levels, and intellectual abilities. So we're constantly refining our concepts of others -- sometimes constructively; other times destructively. As we expand our views of ourselves, so, too, do we expand our views of others. Our ability -- or inability -- to view people as individuals can affect our interpersonal relationships through the remainder of our lives.

Along with the family, the school is one of the principal shapers of our catalog of perceptions -- either by introducing new concepts that affect our views or by reinforcing our existing ideas. In the educational setting, we act out a lot of the beliefs we have acquired about our own identities and how we perceive others. The school also serves as a vehicle through which we explore our interests and abilities... and make decisions that will affect our future careers. If we feel good about ourselves, our decisions will be more free and open-ended. But if we have absorbed too many stereotypes about ourselves as females or males, then those decisions are likely to be more restrictive and reduce the number of opportunities open to us.

The world is simply an extension of our previous experiences and perceptions. Decisions we make in terms of additional education/training and career choices probably will be fairly consistent with our existing views of ourselves and how we relate to others. Consequently, if we have acquired a number of unrealistic ideas about what we can or cannot do with our lives, we'll take all of that along with us as "excess baggage" into our brave, new world!

Life <u>is</u> a series of relationships...and choices. <u>Choosing What's Best For You</u> is a manual that is designed to help you explore those relationships and give you the tools for making wise choices. You'll be looking at your self-image; how you view others; how you view your school; and, finally, how you view your world. The activities are intended to get you involved...increase your knowledge and understanding of your options... and help you choose what's really best for <u>you</u>!

Self-Image:
How do I view myself?

MIRROR, MIRROR ON THE WALL

SCENARIO I: A young woman graduated in 1855 from Syracuse Medical College -- the only woman in her class. During the Civil War, she tried to obtain a commission as an army surgeon. Although rejected, she did later replace a male medical officer in the Ohio Infantry. Captured by a Confederate patrol, she spent four months in prison. At the end of the war, President Andrew Johnson awarded her the Medal of Honor.

Throughout her life, she fought for women's right to vote and urged the equal education of both girls and boys. Wherever she appeared, she wore a modified male attire as a protest against the inequality of the sexes and was once arrested for "impersonating a man." Even in her old age, she was ridiculed and abused and at 81 barely escaped being tarred and feathered. In 1917, when she was 85, her Medal of Honor was withdrawn on the grounds that it was improperly awarded -- but she refused to surrender it. Finally, in 1977, Congressional action was taken to restore the medal to her, posthumously.

HER NAME? Dr. Mary Walker, a name you've probably never heard. Yet, she was the only woman ever to win the Medal of Honor and was an early day pioneer for women's rights!

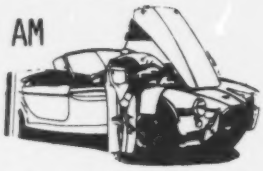
SCENARIO II: A high school girl in southern New Mexico wanted to compete in golf, but the only way she could was to join the boys' team. She was an excellent golfer and the coach was in favor. Unfortunately, state school officials were worried about allowing her to play on a boys' team. Although she was reluctant to create any conflict, her desire to play golf prompted her to press for her right to play. The New Mexico Civil Liberties Union helped in the case, citing the girl's rights under the 14th Amendment ("equal protection under the law"), as well as the newly passed state Equal Rights Amendment. So in 1973, this talented young golfer joined the boys' golf team where she was a credit to the sport and her high school.

HER NAME? Nancy Lopez, who went on to become a world renowned professional golfer.

SCENARIO III: The year was 1945, and Branch Rickey of the Brooklyn Dodgers was determined to open the big leagues to black athletes, who -- up to now -- had been barred. The first man to break the color barrier had to be a special kind of man...and that was Jackie Robinson. He was a superb baseball player but, even more important, he had the strong determination to do whatever was required to serve as an example for other ball clubs. That meant playing great ball, living an exemplary life, and remaining calm in spite of the racial slurs that would be part of his life as a Dodger. With his promise to live up to Rickey's tough expectations, Jackie signed the contract and opened up a new era for black athletes. This was, indeed, the day that changed baseball!

What do these three people have in common? They were all willing to fight for what they believed to be their rights as human beings. Willingness to fight for rights is only part of the picture. The rest is a well-defined personal identity that is capable of carrying the person through to success...no matter what the obstacles. Mary Walker, Nancy Lopez, and Jackie Robinson all knew who they were as individuals and used that dignity and strength to reach out for what they wanted out of life!

TWENTY THINGS I AM



We tend to identify ourselves by a number of factors: sex, age, ethnic group, religion, physical condition, attitudes, disposition. In our thinking or in discussion with others, we make categorizing statements about ourselves, such as "I am Mexican American," "I am happy," "I am a Native American" (or more specifically Navajo, Apache, Zuni), "I enjoy other people," or "I am lonely." What we sometimes don't realize is the extent to which our categorizing of self affects our relationships with others.

In the following spaces, list some of the things you feel you are -- or the roles you play, such as student, younger sister, only son, athlete, grocery clerk, etc.

1. _____ 11. _____

2. _____ 12. _____

3. _____ 13. _____

4. _____ 14. _____

5. _____ 15. _____

6. _____ 16. _____

7. _____ 17. _____

8. _____ 18. _____

9. _____ 19. _____

10. _____ 20. _____

A. When you look at your list, can you see that you are really many things and play many roles? Why, then, are statements such as "I am a failure" or "I cannot perform this task because I am a girl (or a boy)" self-limiting in terms of your relations with others or in your planning for the future? Be specific.

B. How many of these attributes have been shaped by how you think others view you or how they expect you to behave -- e.g., family, teachers, peers? Have some of your attributes been formed by stereotypes of what a male or female is supposed to be?

REMEMBER: LEARNING TO LIKE OTHER PEOPLE STARTS WITH LIKING YOURSELF!

PERSONALITY CHECKLIST ✓

Move quickly through the following list of traits. Use a check mark (✓) beside those that fit your self-image. Use a cross (✗) to mark those that do not fit. Use a question mark (?) to indicate the ones that you're not sure about.

____	1. Like myself	____	11. Have not developed my talents
____	2. Afraid of or hurt by others	____	12. Glad I'm the sex I am
____	3. Don't enjoy being the sex I am	____	13. Discouraged about life
____	4. Usually say the right thing	____	14. Can express my inner feelings
____	5. Fearful of the future	____	15. People like to be around me
____	6. Dependent on others for ideas	____	16. I know what career I'll pursue
____	7. Use my talents	____	17. Usually say the wrong thing
____	8. Think for myself	____	18. Use my time well
____	9. Don't understand myself	____	19. Don't like myself
____	10. Afraid to express my feelings	____	20. Enjoy life

A. Is there a pattern to those personality traits you have marked?

B. Circle the traits that you would like to change.

C. Have some of the traits you have marked been affected by your perception of yourself as a male or female? Explain.

D. Are there some of the traits listed which you did not mark as your personality traits because you view them as being more exclusively feminine...or masculine? Discuss <u>why</u> you see them as sex-oriented traits.

E. If you don't enjoy being the sex you are, what factors may have caused you to feel that way? What is good about the sex you are or what are the negative aspects?

F. How might your perception of yourself as a feminine or masculine being affect how you interact with and get along with others of the same sex? Of the opposite sex?

G. List specific things that you will do to change the traits that you don't like.

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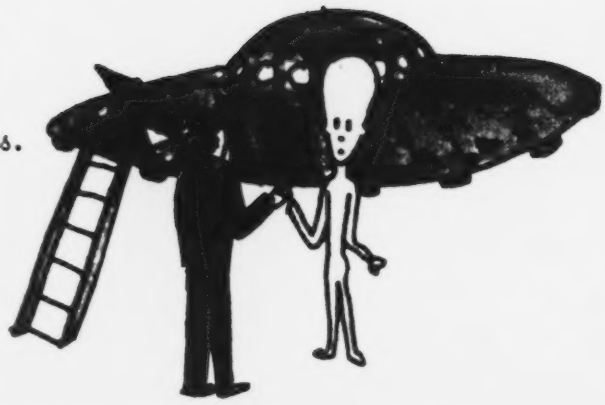
TIME WARP



All of you Sci-Fi fans know what a time warp is. The people involved -- through some strange technical quirk -- are suddenly thrust either back in time or forward into the future. Either way, the time period is a strange and rather puzzling place to be.

Even though we may all be firmly rooted to Spaceship Earth in the 1980's, we still encounter values that may seem almost alien because they appear to belong to another time...almost another world in the past. Likewise, what the future holds for you may seem equally strange when compared with today.

In this activity, break up into small groups and discuss the following questions. Have someone in your group serve as a recorder and write down the major points of the group discussion to share with the total class when it reconvenes.

* * * * * * * * * * * * * * * * *

1. List the ways in which your attitudes and values are different from those of your parents. Try to reconstruct the world in which your parents were young.

2. What experiences did they have that you have not had?

3. What expectations were placed on your father as a young man simply because he was male? On your mother because she was female?

4. Were there career choices closed to either of them because of their sex?

5. What experiences have you had that were unknown to your grandparents? Your parents?

6. What are the sources of your perceptions of yourself and how you can plan for your future? Do you feel that you have broader choices than your parents had? Are there still attitudes that exist which you feel limit some of your choices?

7. Have you placed some self-imposed limitations of choice upon yourself -- not just because of other people's perceptions, but also by your own view of yourself and what you can...and cannot...do with your life?

8. Look ahead to the changed world in which your children will be growing up. How do you think it will be different from your world?

9. Do you think your children will be freer to make their own career and life-style choices than you have been? Why?

10. How will your children's values emerge and differ from your own? Is a "generation gap" inevitable? Are there ways that you can make things easier for your children in terms of their self-image and freedom of choice in vocations? Explain.

Relationships: How do I view others?

YOU KNOW THE TYPE!

We may believe we're in complete control of our thinking...but our minds can take some rather curious paths of their own. Past experiences and those all-too-familiar stereotypes often lock us in to preconceived ideas about other people. Learning how to view people as individuals rather than by what we think we "know" about them isn't easy. But the rewards in better understanding are worth the effort.

In the following activity, look at the terms listed and quickly write down your spontaneous response to each word -- the first things that come to mind. Include any mental pictures or associations you have with the terms...either positive or negative.

ROCK STAR _____

_____

_____

_____

POLICE OFFICER _____

_____

_____

_____

SECRETARY _____

_____

_____

_____

FOOTBALL PLAYER OR "JOCK" _____

_____

_____

_____

PARENTS _____

_____

_____

_____

MEXICAN AMERICAN INDIAN BLACK ANGLO PUERTO RICAN ARAB (CHOOSE ONE)

_____

_____

_____

_____

1. Share your perceptions with others in the class. Are there some common "images" shared by others about certain groups of people? Does the fact that certain stereotypes are shared by the majority of the class necessarily mean that those stereotypes are accurate or founded on any verifiable information? If there is a high degree of concurrence among the class regarding these stereotypes, what does this tell you about people's ability to think independently and view others as individuals?

2. Select one of the groups listed with whom you've had some first-hand experience. Write about them as individuals you have known personally. How does your personal knowledge differ from the stereotypes being communicated by others?

3. In a previous activity, "Twenty Things I Am," you listed different personal characteristics and roles that you play. You demonstrated that you were many different things -- not just one. Why do you think that we have less difficulty recognizing the multiple aspects of our own personalities yet sometimes reduce others to one descriptive term?

4. How many of the terms used brought to mind only a man...or a woman? Discuss how you have been conditioned to think that certain occupations or characteristics are limited to a particular sex.

5. Discuss how stereotypes can prevent us from getting to know others on a first-hand experience basis. How do these stereotypes limit <u>your</u> choices in terms of selecting an occupation, acquiring new friends, or interacting with others?

WHO AM I?

We are all products of our environment and experiences. Unfortunately, our culture has instilled in all of us -- both male and female -- many stereotyped concepts of what is masculine and what is feminine. So when a young person asks, "Who am I?", the answer may well be what society has dictated.

These preconceived ideas come from our families, friends, the school, and church. Many of these "myths" have been reinforced by what we see in books, newspapers, magazines, on television, and in the movies. But it's important to remember that these ideas are culturally imposed -- they are not universal concepts. For example, in some Mid-Eastern cultures, men are considered to be less stable emotionally, express their feelings more openly, and are often seen holding hands with other men with no stigma attached to this behavior. Women, on the other hand, are viewed as the more rational, calm, and less emotional sex and are more likely to make major decisions. Yet, in our culture, the views of male and female are almost reversed.

FOR EXAMPLE:

A little girl is "sugar and spice and everything nice." She's sweet, dainty, helpless, not always too bright, likes dolls and playing house, and depends on little boys to help her.

A little boy is "made of snips and snails and puppy dog tails." He's strong, brave, clever, mechanical, adventurous, likes cars and trucks, and rescues little girls.

If a little girl likes to climb trees or play with cars, she's called a "tomboy" -- a term that is more tolerant than negative. But if a little boy doesn't like to do all of the things that boys are "supposed" to do, he's called a "sissy" -- a very negative term. He is taught early not to reveal his emotions and that "big boys don't cry." What children actually learn is that whatever is thought to be feminine is not OK, but what is supposedly masculine <u>is</u> OK.

Unfortunately, this sex-role stereotyping acquired during childhood often carries over into adult life. Women have been forced into roles and occupations simply because they're women. Men, too, have assumed that their main role is as breadwinner, always strong and masterful, and afraid to show their inner feelings. The highest compliment paid a woman is that "you think like a man." But the term "effeminate" applied to a man is an outright insult.

The implications of these myths are many. Women have often suffered from a loss of personal identity; their only image has been in relationship to men. They were "Daddy's little girl," "the little woman," or some other term that denied their personal individuality. They experienced job discrimination, rejection, and alienation simply because of culturally imposed concepts of femininity. Men have also suffered from the narrow concepts of masculinity. Because they've been taught that showing emotions is unmasculine, they may be afraid of close relationships with other men (to avoid the possible label of "homosexual") and their marriages or relationships with women are often damaged or destroyed because they can't demonstrate openness and warmth. Men are forced into a mold of competitiveness, resulting in a lot of stress and health problems -- e.g., ulcers, heart disease, high blood pressure...and often early deaths.

These are rather high prices to pay for stereotyped concepts of femininity and masculinity. Fortunately, the women's movement, in more recent years, has focused not only on more realistic concepts of what a woman is and what she can do, but also on revised ideas about men and their masculinity. There is now more sharing of roles and responsibilities and more emphasis on developing strong personal identities -- based not on cultural myths but on more realistic evaluation of individual abilities and needs.

Changes are difficult and do not occur overnight. Even though a great deal of progress has been made regarding the roles of men and women, much remains to be done. There are still many people who believe the preconceived ideas of gender are somehow "cast in concrete" and should not be changed. However, as more young people come along who re-evaluate these ideas, greater progress will be made. Then, more equality will exist for everyone -- based on individual abilities and not on whether they are male or female.

MALE/FEMALE STEREOTYPES: REALITY OR MYTH?

If we allow our thinking to be controlled or manipulated by existing stereotypes, we limit our own freedom of choice in the ways we relate to other people. Prejudice -- or pre-judging of others -- can put us in a "box" so that we lose more and more of our ability to think independently. We may think that we can be selective in dealing in stereotypes...but we really can't.

If you think in stereotypes about races or ethnic groups, you may well think in the same narrow terms when it comes to concepts of masculinity or femininity. We can all come up with interesting ideas about what a man or a woman can...or cannot do. If we really believe those stereotypes, we place limits on ourselves and others in terms of behavior, occupations, interpersonal relationships, and even marriage.

In the following activities, we're going to take a closer look at some of these male/female stereotypes as they apply to specific situations.

1. Although comic strips and cartoons are meant to be funny, they also are a good reflection of social attitudes. Look at the Hagar comic below. What kinds of messages are being transmitted by the artist regarding men's attitudes toward women and the possible results of those thinking patterns?

HAGAR
By Dik Browne
THE TROUBLE WITH WOMEN IS THEY DON'T KNOW THEIR PLACE
CAN YOU IMAGINE WHAT KIND OF WORLD IT'D BE IF WOMEN RAN IT?
ROME
2-16

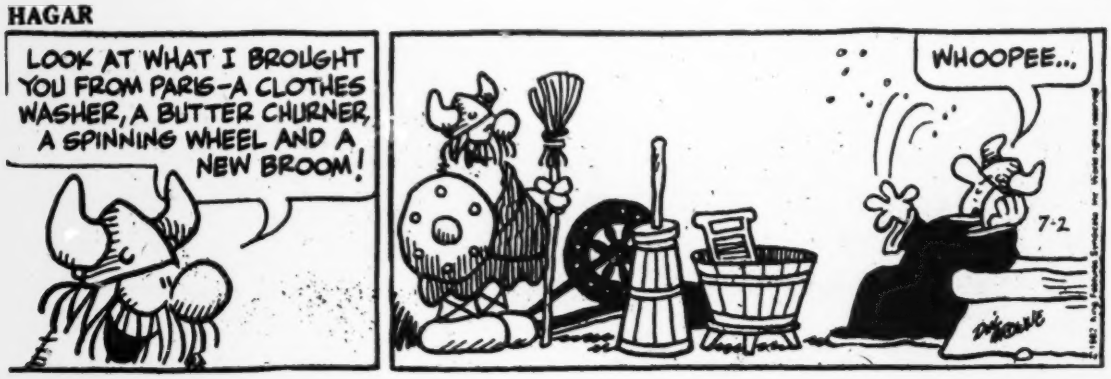
(With permission from King Features) Albuquerque Journal 2/16/80

2. Discuss the role your father plays in your home. Does he share responsibilities, including caring for younger children in the family? Or is his main role that of breadwinner and source of discipline ("wait until your father gets home!")? How have the stereotyped ideas about the sexes contributed to his expectations of himself and others?

3. Discuss the differences in roles between a mother who stays at home caring for the family and one who also works outside of the home. What are the difficulties a woman faces in trying to "juggle" both a family and a career? What are some of the stereotypes about the so-called "Career Woman"? How have changes in attitudes toward sex roles made it a little easier for the "working woman" than in the past?

YOU WANT ME TO DO WHAT?

In the cartoon below, what attitudes toward the "proper" role of a woman are represented? Why do some people still share these more traditional ideas? Do you?



(With permission from King Features) Albuquerque Journal 7/2/82

For the following exercise, go over the roles or responsibilities listed and check the person you would expect to assume each of the roles, if you should marry.

YOUR SEX ←

FEMALE ☐ MALE ☐

ROLE	WIFE	HUSBAND	BOTH
1. Earning a living			
2. Cleaning the house			
3. Gardening/mowing the lawn			
4. Changing diapers/feeding infants			
5. Shopping for groceries			
6. Fixing meals			
7. Paying bills			
8. Disciplining the children			
9. Making final decisions regarding the family			
10. Maintenance of car			
11. Carrying out trash			
12. Buying children's clothes			
13. Taking children to doctor, activities, etc.			
14. Making vacation plans			
15. Providing love/counseling to children			

How do your expectations differ from those of your parents? Of some of your friends?

DISCUSSION QUESTIONS

In the following questions, you will be applying some of the information you have learned about sex-role stereotyping. Before writing your answers, think each question through completely and try to be as specific as possible.

SEX-ROLE STEREOTYPING

1. What do we mean by sex-role stereotyping?

2. Is sex-role stereotyping ever harmful? If so, when?

3. Why do societies encourage sex-role stereotyping?

4. Give examples of when you, as a student, have been a victim of sex-role stereotyping.

5. Why is it so hard to free yourself from stereotyping?

6. What can one person or a group do to counter the harmful effects of sex-role stereotyping?

Education:
How do I view my school?

DEFINITION OF TERMS

ATTENTION!

The following terms represent ideas with which you should be familiar or are terms which occur in several activities in this manual.

Educational Amendments of Title II (1976) - provisions which provide mandates or directives designed to actively overcome sex bias, sex stereotyping, and sex discrimination in vocational education. Title II defines sex discrimination as "any action which limits or denies a person or a group of persons opportunities, privileges, roles, or rewards on the basis of their sex."

Educational equity - the process of identifying and correcting policies, practices, and procedures which discriminate against students or employees on the basis of sex and overcoming the problems so that each student has an equal chance to pursue any educational setting or career.

Feminist - any man or woman who believes in (and perhaps actively works on behalf of) the equality of the sexes.

Sex bias - behavior resulting from the assumption that one sex is superior to the other.

Sex discrimination - the denial of opportunity, privilege, role, or reward on the basis of sex. When a school practices sex discrimination, it excludes persons or treats them differently on the basis of sex. Such discrimination may affect either males or females [as in denying boys the right to take home economics or girls the right to take auto mechanics].

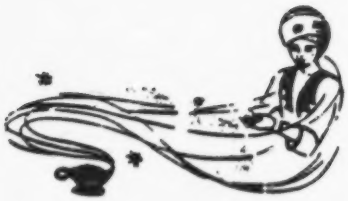
Sexism - the degree to which an individual's beliefs or behaviors are prejudiced on the basis of sex. When an institution — such as a school — is sexist, it reflects prejudice on the basis of sex in its policies, in its practices, and even in the actual structure of the administration or the curriculum.

Sex-role stereotype - the assumption that the male half of our population has in common one set of abilities, interests, values, and roles; and the female half has another set in common. Such stereotyping reflects an over-simplified set of attitudes about males and females, while completely ignoring individual differences. For example, the beliefs that all or most boys are good in math and that all or most girls are good in English are sex role stereotypes.

Socialization - the process by which children and adults are prepared to occupy various roles through the accumulation of life experiences. Socialization for young children is often deliberate and observable as children are being prepared to carry out a complex collection of roles as adults. Many of our concepts of what are "proper" roles for males and females are acquired during this process. Adult socialization largely consists of reinforcement for already learned roles.

Title IX (1972) - federal regulations which state that "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance."

CHOICES



Did you ever wish you had a magic genie who could make all of your wishes come true? Then, you wouldn't have to worry about which choices you had open to you in future careers. Just rub Aladdin's lamp....INSTANT HAPPINESS AND SUCCESS!

Unfortunately, our futures have little to do with magic...but a lot to do with making some wise choices. However, even those choices can be dependent upon factors over which we have no direct control -- race, sex, economic level, or handicapping conditions. They <u>can</u> affect what options are open in terms of careers, job opportunities, salaries, housing, and other aspects of living.

You can't help which sex you are or the race you belong to...but you <u>do</u> have a very powerful weapon to fight those who would deny you options in planning your life: KNOWLEDGE! Over a period of time, several laws or acts have been passed designed to prevent such discrimination based on sex, ethnic background, or handicaps. It is important for young people to know what their rights are so they are not dependent upon random choices made for them by outside influences. They must make their own decisions about the future.

Both Title IX Education Amendments of 1972 and Title II Education Amendments of 1976 work to eliminate those practices in schools which discriminate on the basis of sex. They cover such areas as curriculum, athletics, counseling, vocational education, and general teaching practices. Title II, in particular, works to overcome sex bias, sex stereotyping, and sex discrimination in vocational education. These amendments were written just for <u>you</u> -- to give you more choices about your future.

Chances are that you wouldn't choose to become a bum. However, a bum is usually someone who thought that there were no other options open. If you fail to explore all your options, you probably won't automatically join the ranks of certified, card-carrying bums! But your life can be less than satisfactory if you're not free to fulfill any role or pursue any career you choose.

Making those choices in the future that will bring you personal satisfaction and success means you must make some educational and vocational choices <u>today</u>!

Your school can be your best ally in providing you with information and guidance to help you make those important career decisions. However, some schools may not yet have taken all the necessary steps to provide a sex-fair learning environment for their students.

The following activities are presented as a means of raising your consciousness level about possible discriminatory practices in <u>your</u> school and how you can develop some strategies for change. However, it is important to remember that the existence of sex bias and stereotyping in curriculum, textbooks, or treatment of students is not necessarily deliberate. Just as you are products of your cultural conditioning about sex roles, so, too, are teachers, administrators, counselors, or writers of textbooks.

YOUR MISSION -- SHOULD YOU CHOOSE TO ACCEPT THIS ASSIGNMENT -- IS NOT TO CONDEMN BUT TO WORK FOR CONSTRUCTIVE CHANGE IN ATTITUDES TOWARD BOTH MALES AND FEMALES IN YOUR SCHOOL...AND, ULTIMATELY, IN YOUR COMMUNITY!

STOP THEY CAN'T DO THAT TO ME....OR CAN THEY?

Read the following scenarios, determine whether each statement is true or false, and record your answer on the sheet following the statements. Discuss each statement in class and record what the majority of the class felt was the correct answer. After the discussion, check the correct answers at the back of the book and record on your answer sheet.

1. Marie is pregnant and is asked to withdraw from school. It is legal for the school to force her withdrawal.

2. A local high school has a dress code that prohibits girls from wearing blue jeans to class. Yet it does not prohibit blue jeans for boys. This is legal.

3. Marcia wanted to sign up for an Auto Mechanics course in her junior year in high school. Her request was denied on the grounds that the course was for boys only. Marcia's parents filed a complaint charging that the decision was sex discrimination. They were correct in their accusation.

4. Carlos has always liked to cook and hopes some day to become a chef. In his senior year, he decided to sign up for Home Economics. All of his friends laughed at him and said that Home Ec. was for girls only. But Carlos insisted that he had a right to take the course. He was correct.

5. Ruth learned to play tennis as a young child from her older brother and wanted to try out for the school team. When she asked the tennis coach about it, he said that the team was an all-male team and that she was ineligible to play. He was within his right as coach to keep Ruth off the team.

6. Rosetta plans on majoring in art at college. In her senior year, she tried to sign up for an advanced welding course because she was interested in doing metal sculpture. However, she did not have the prerequisite course and the instructor would not admit her to the course. His refusal was sex discrimination.

7. Susan and her boyfriend Martin were both smoking in an area of the school where it was prohibited. The principal saw them and brought them into his office. There, he severely reprimanded Susan but suspended Martin from school for two days. The principal was correct in his treatment of this offense.

8. When Vera went to her school counselor for assistance with her plans for college, she told the counselor that she wanted to become a civil engineer. Her counselor tried to persuade her to go into teaching instead by maintaining that a girl just "couldn't make it" in the engineering field. The counselor was right to try to discourage Vera from her goal.

9. A new course in Human Sexuality was set up for tenth graders with both girls and boys in it. Many of the girls were very embarrassed discussing certain topics in class and requested that there be two separate classes. Mr. Romero, the instructor, maintained that under Title IX classes could not be segregated by male and female. He was correct.

10. In the local high school, there were five girls who were pregnant. They were allowed to remain in school but were required to take some special night classes while not being allowed to attend other classes with their friends. The principal should not have approved such a teaching arrangement.

11. There were a number of highly qualified athletes — both boys and girls — at the local high school. During the athletics banquet in the spring, awards were given to honor the top athletes. Letter jackets were given to the boys while only a gold charm with the school name on it was given to each of the female recipients. The girls objected and stated that they should have been given a choice of awards and that the failure to do so was sex discrimination. They were correct.

12. Several history and civics books used in classes showed women in very stereotyped roles and included little about women's contributions. Some of the students complained to the principal, saying that these books should be prohibited. The principal was sympathetic to their complaint but argued that the school was not required to have totally unbiased textbooks. He was wrong in his assertion.

13. Marcella has always enjoyed sports and plans on majoring in physical education in college. She went to her counselor to explore the possibility of obtaining an athletic scholarship. Her counselor told her that all such scholarships are awarded to boys only. The counselor was correct.

14. Sam attends a small high school and likes to play tennis. Unfortunately, there were not enough boys interested in forming a tennis team. So Sam asked if he could play on the girls' tennis team. The coach refused, saying that boys and girls were prohibited from playing on the same athletic teams. He was correct in his response.

15. The high school counselor administered some vocational aptitude tests to the ninth grade students prior to the career guidance unit to be offered. After the tests, some of the students were discussing the items on the tests and discovered that different tests were given to the boys than to the girls. When confronted, the counselor justified the use of different tests by saying that boys were better suited to certain occupations while girls were better in others. This was illegal discrimination.

THEY CAN'T DO THAT TO ME....OR CAN THEY?

Statement #	True or False My Guess	True or False Majority of Class	True or False Correct Answer
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			

SUPER SLEUTH:

ON THE TRAIL OF SEX DISCRIMINATION

Since your mission is to help improve the attitudes toward both males and females, a good place to start is your own school...and its programs. Discrimination can exist without it being intentional, but it can still limit <u>your</u> opportunities as well as those of others around you. Such discrimination is illegal -- intentional or not -- and actually identifying it is necessary before you can help in correcting it.

The following questions will help pinpoint possible areas of sex discrimination in your school. However, many of the questions can be applied also to identify discrimination based on race or handicaps.

IS THERE SEX DISCRIMINATION IN YOUR SCHOOL?

1. Are graduation requirements the same for females and males?
2. Do course descriptions or catalogues make it clear that all courses are open to students of both sexes?
3. Do males and females have equal opportunities for admission to all -
   - courses in your school?
   - vocational education courses?
   - technical courses?
   - advanced-placement courses?
   - home economics courses?
   - industrial arts courses?
   - music?
   - physical education?
   - on-the-job training?
4. Are classroom assignments and requirements made on the basis of the interests or needs of students rather than on the basis of sex?
5. Are males and females treated equally in all your courses -
   - in assignments?
   - in class activities?
   - in use of materials, equipment, and facilities?
   - in evaluation of course and classroom performance?

6. Do all counselors encourage all students to make course and personal decisions on the basis of their individual abilities, interests, and values rather than on the basis of sex?

7. Are all your classes coeducational unless -

   - they deal exclusively with human sexuality?
   - they are vocal music classes grouped by vocal ranges?
   - they are physical education classes grouped by ability or involving body contact activities?

8. Do the counselors and teachers encourage students who are interested in non-traditional jobs or careers?

9. Are all school listings of jobs or referrals of students to employers made without regard to sex?

10. Are all benefits (insurance, scholarships, awards) available to female and male students on an equal basis?

11. Are extracurricular activities or school-sponsored events open equally to female and male students?

Adapted from -

A Student Guide to Title IX - National Foundation for the Improvement of Education

Try It, You'll Like It! A Student's Introduction to Nonsexist Vocational Education - Office of Education, U.S. Dept. of Health, Education, and Welfare

HOT ON THE TRAIL:
SEX BIAS & STEREOTYPING IN TEXTBOOKS

DIRECTIONS: Select one person in your group to record your findings as you look at the instructional materials and textbooks you have at hand. Use the checklist on the following pages as a guide for evaluating the materials.

1. Examples of sex-fair treatment in language and illustrations

2. Examples of sex-biased treatment in language and illustrations

3. Ideas on how to supplement areas that are sex-biased.

CHECKLIST FOR EVALUATING TEXTBOOKS

	YES	NO
1. LANGUAGE		
a. Are masculine generic forms used, e.g., mankind, manpower, manmade?	___	___
b. Are masculine pronouns used?	___	___
c. Are gender nouns that denote occupations included in the text, e.g., fireman, policeman, foreman?	___	___
d. Are there inconsistencies in the text?	___	___
Example: A textbook may begin with the statement, "Both men and women can be electricians," and then continue to refer to "the electrician...he."		
e. Are there disparaging words in the text, such as "girls in the office," "cute secretary," "boys in the field"?	___	___
f. Is there a continued avoidance of reference to gender, as in "The electrician will...." or "The plumber does....."?	___	___
(Note: While this avoids stereotypical language, it is ineffective in increasing the career options presented for males and females and leaves us with the old mental images.)		
2. ROLES		
a. Are stereotypical occupational roles included in the textbook?	___	___
Example: Are only males addressed when the materials discuss plumbers or welders?		
b. Are there inconsistencies in presenting occupational roles?	___	___
Examples: Are both male and female assembly line workers shown and only male plant supervisors?		
Are male secretaries shown but not female executives?		

	YES	NO
c. Are leadership roles stereotyped?	____	____
Example: Are police captains, shop supervisors, and office managers always male?		
d. Does tokenism appear in the textbook?	____	____
Example: Does a text on the building trades present just a few occupational roles for women?		
e. Are social roles stereotyped?	____	____
Examples: Are vocational choices tied to social roles?		
Are only two-parent nuclear families shown, with father as wage earner and mother as home-maker?		
Are only women told to choose occupations that will allow them time off and flexible schedules to accommodate raising a family?		
3. PERSONAL TRAITS		
a. Are personal traits sex-linked?	____	____
Example: Are women shown as being more vain and emotional and less assertive and competent than men?		
b. Are physical attributes biased?	____	____
Example: Is unnecessary reference made to physical attributes, such as the "attractive" secretary or the "good looking" vice-president?		
4. ILLUSTRATIONS		
a. Are omissions made in the illustrations?	____	____
Example: The text may state that nursing is an occupation both men and women should consider as a career, but it will show only women in the graphics.		
b. Are women portrayed in subordinate roles?	____	____
Example: Are executives always male and secretaries always female?		
c. Is tokenism apparent in the graphics?	____	____
Example: One male telephone operator in a whole line of female operators.		

	YES	NO
d. Is physical portrayal stereotyped?	____	____

Example: Are females illustrated as curvaceous, beauty queen types, and males as tall, handsome, and perfectly proportioned, instead of an array of sizes, shapes, and physical attributes that depict the population realistically?

Adapted from *Guidelines for the Creative Use of Biased Materials in a Non-Biased Way*, U.S. Office of Education, 1978

RELATED QUESTIONS

1. Are females represented as often as males?	____	____
2. Are females shown engaged in active, interesting situations?	____	____
3. Are males ever shown caring for children in the home or providing a nurturing atmosphere?	____	____
4. Do any of the materials show women as doctors, lawyers, engineers, etc.?	____	____
5. Are men ever shown as nurses, elementary school teachers, working in a pre-school?	____	____
6. Do history texts give an adequate coverage of the contributions of women?	____	____

STRATEGIES FOR CHANGE

In previous activities, you have been analyzing your school for possible sex discriminatory practices and evaluating textbooks or other materials for sex-role stereotyping. This kind of careful examination is essential if you are truly concerned about educational equity in your school. But remember...it's easy to criticize; it can take a lot more effort to work for constructive change.

It is quite possible that you did find some evidences of sex discrimination in your school, but it's wise to consider that they may have occurred because of a lack of awareness or understanding. It was probably not any deliberate action to limit your choices. So....what can you do about it?

Before we discuss your options, you need to ask some questions of yourselves regarding any possible strategies for change.

- *How much responsibility do you feel young people should assume for their school and its programs?*
- *What proposals would you like to see implemented that would give the students a greater role in improving the curriculum, teaching, or atmosphere in your school?*
- *If students at your school could have a greater role in helping to make changes in the system, what increased responsibilities would accompany this role?*
- *Do you feel that the students in your school are really concerned enough about achieving educational equity to expend time and energy to make it a reality?*

Now, let's look at your options!

A. Organize your information regarding sex discrimination. Are these isolated instances or fairly standard practices? Are they limited to one or two teachers or are they prevalent practices throughout the school?

B. Discuss your information with a teacher or staff member who is responsible for the areas where the discrimination occurs — e.g., athletics, home economics, industrial arts, etc. Be as specific as possible and keep the discussion calm and non-accusatory. All or most of the problems may be resolved through open discussion and bringing the practices to the attention of the administration.

C. If you feel the sex discriminatory practices are more widespread, make an appointment with the principal for two or three group representatives to discuss the problems. If you have constructive suggestions, present them to the principal in written form for consideration. It might be helpful if you listed the problems and suggestions for change in order of priority, with the most urgent problems listed first.

D. If you still feel that your suggestions for change are not being considered or if you simply wish to get some additional information and help, contact the Title IX coordinator in your school. Under Title IX, each school must have a coordinator to monitor activities in the school for compliance with Title IX regulations. In fact, your teacher or principal may well suggest that you contact this person. If, indeed, you do have legitimate criticisms, the Title IX coordinator can be a valuable ally in helping to implement change.

WHAT ABOUT THOSE TEXTBOOKS YOU FOUND TO BE SEX-BIASED???

Textbooks are often sex-biased because their writers are unconsciously influenced by preconceived ideas about males and females — ideas they acquired during their childhood socialization process. Many times, they may not be aware of the stereotyping they have incorporated into their books.

So...how can you tell them about it? Well, obviously, it's not quite as simple as making an appointment to sit down and discuss the issues. However, you can write the editors of the book companies that published the books you found offensive. If more young students would communicate their feelings to publishers, greater changes would be made in textbooks to present a more balanced view of males and females. Should you not be able to find an address for the publishing company in the book, go to your librarian and ask to check the address in Books in Print.

• *CLASS PROJECT:* Each student must write a letter of complaint to one of the editors of the offensive books. The class can be divided up so all of the sex-biased books are covered. Give the name of the book and cite specific stories or examples, including the page numbers. Then, just respectfully request that future revisions of the book make the necessary changes to present a non-biased view of males and females.

Will it help? Realistically, your letters won't result in immediate action...such as the publisher pulling all of the sex-biased books off the market for revision. Social change takes time! But part of growing up in a mature fashion is taking responsibility for changing those things you find to be destructive. So, if there are enough voices raised in protest against sex-biased books...the editors and publishers will listen!

New Futures:
How do I view my world?

EXPLORING YOUR FUTURE

Select from the list of career clusters on the following pages <u>three</u> careers that you feel you would be interested in pursuing. Go to the library, your school counselor, or any other source to research these occupations. After doing the preliminary research, select <u>one</u> that seems to be your top choice for a career. Continue your research on this one occupation and answer the following questions.

1. What are the major duties and responsibilities of persons working in this occupation?

2. What education and/or training is needed for entering the occupation?

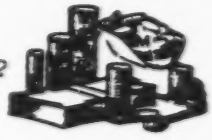
3. What, if any, certification or licensing is required for entering or advancing in the occupation?

4. What personal traits are needed by persons in this occupation? (for example, like to work with people, enjoy detail work, etc.)

5. What are the primary skills or abilities needed by persons in this job? (for example, strong math skills, organizational ability, etc.)

6. What is likely to be the demand for services (employment potential)?

7. What range of wages or salaries can workers in this job expect?



8. In what industries or job settings would a person within this occupation be employed? (for example, large manufacturing plant, small store, outdoors, business corporation, farm, on or near water, schools, etc.)

9. What working conditions (place of work, hazards, physical demands) are associated with this occupation?

10. Are persons within this occupation concentrated in certain geographical areas? If so, where?

11. Where can the necessary training for entering this occupation be obtained?

12. What possibilities are there for increasing skills and abilities and advancing in the occupation?

13. What things would you like most about this occupation?

14. What things would you dislike about this occupation?

Questions adapted from *Try It, You'll Like It! A Student's Introduction to Nonsexist Vocational Education*, Office of Education, U.S. Department of Health, Education, and Welfare

CAREER CLUSTERS

Fortunately, today, there are many more options for young people when they begin to explore future occupations and careers. No longer are girls forced into certain careers and boys into others. Now, there is infinite variety to the types of careers open to <u>all</u> young people.

In the world of work, there are fifteen career clusters, which are listed below. On the following pages, each of these clusters is broken down into the various jobs or occupations. Going over this material carefully will help you see the wide variety of careers available to you, as well as give you ideas about those which you might want to pursue. The fifteen clusters are as follows:

1. AGRIBUSINESS/NATURAL RESOURCES
2. BUSINESS
3. COMMUNICATIONS
4. CONSUMER/HOMEMAKING EDUCATION
5. CONSTRUCTION
6. ENVIRONMENT
7. FINE ARTS AND HUMANITIES
8. HEALTH
9. HOSPITALITY AND RECREATION
10. MANUFACTURING
11. MARINE SCIENCE
12. MARKETING AND DISTRIBUTION
13. PERSONAL SERVICES
14. PUBLIC SERVICES
15. TRANSPORTATION

OCCUPATIONAL CLUSTERS - USOE

1. Agribusiness & Natural Resources Occupations

Agricultural Engineers
Botanists
Cattle Raisers
Coal Miners
Crop Scientists
Dairy Farmers
Farm Laborers
Fishers
Foresters
Forestry Technicians
Fruit Growers
Fur Farmers
Gardeners & Groundskeepers
Geologists
Geographysicists
Horticulturists
Lumber Workers
Mining Engineers
Nursery Workers & Landscapers
Petroleum Engineers
Petroleum Exploration & Production Workers
Poultry Raisers
Soil Scientists
Tree Experts
Vegetable Farmers
Zoologists

2. Business & Office Occupations

Accountants
Actuaries
Bank Officers
Bank Workers
Bookkeeping Machine Operators
Cashiers
Certified Public Accountants
College Teachers
Correspondence Clerks
Credit Collectors
Credit Workers
Data Processing Machine Operators
Duplicating Machine Operators
Economists
Executives
File Clerks
Fur Industry Workers
Keypunch Operators
Legal Secretaries
Mathematicians
Messengers and Office Assistants
Office Managers
Private Switchboard Operators
Programmers
Real Estate Appraisers
Receptionists
Secretaries and Stenographers
Shorthand Reporters
Small Business Owners
Statistical Workers
Systems Analysts
Systems Engineers
Telephone Operators
Typists

3. Communications & Media Occupations

Book Editors
Broadcast Technicians
Commercial & Industrial Photographers
Free Lance Writers
Literary Agents
Magazine Editorial Workers
Newspaper Editors
Press Photographers
Proofreaders
Reporters
Science Writers
Technical Writers
Telephone Installers
Teletype Operators

4. Consumer & Homemaking-Related Occupations

Apartment House Custodians
Bakers
Table Attendants
Building Service Workers
Cleaning & Dyeing Workers
Cooperative Extension Service Workers
Demonstrators
Dieticians
Executive Housekeepers
Fashion Designers
Home Economists
Household Workers
Interior Designers
Laundry Workers
Pattern Makers
Sewing Machine Operators
Shoe Repairers
Upholsterers

5. Construction Occupations

Asbestos & Insulation Workers
Bricklayers
Building Contractors
Carpenters
Cement Masons
Civil Engineers
Construction Machinery Operators
Electrical Engineers
Electricians
Floor Covering Installers
Gardeners & Groundskeepers
Glaziers
Iron & Steel Workers
Laborers
Landscape Architects
Lathers
Mechanical Engineers
Painters
Plasterers
Plumbers & Pipefitters
Roofers
Sheet Metal Workers
Structural Iron Workers
Surveyors

6. Environmental Control Occupations

Agricultural Engineers
Geographers
Meteorologists
Pest Control Operators
Wildlife Managers

7. Fine Arts & Humanities Occupations

Actors & Actresses
Anthropologists
Archaeologists
Astronomers
Cartographers
Cartoonists
Commercial Artists
Composers
Dancers
Display Workers
Film Editors
Historians
Industrial Designers
Instrumental Music Teachers
Interior Designers & Decorators
Models
Motion Picture Producers & Directors
Motion Picture Projectionists
Performing Musicians
Photoengravers
Playwrights
Radio & Television Announcers
Scene Designers
Script Writers
Translators & Interpreters

8. Health Occupations

Anesthetists
Biochemists
Chiropractors
Dental Assistants
Dental Hygienists
Dental Laboratory Technicians
Dentists
Hospital Administrators
Hospital Attendants
Industrial Hygienists
Inhalation Therapists
Licensed Practical Nurses
Medical Assistants
Medical Illustrators
Medical Lab Assistants
Medical Librarians
Medical Record Librarians
Medical Technologists
Microbiologists
Ophthalmologists
Opticians
Optometrists
Osteopathic Physicians
Pathologists
Pediatricians
Pharmacologists
Pharmacists
Physicians
Physical Therapists
Psychologists
Radiologists
Radiologic (X-Ray) Technologists
Registered Nurses
Speech & Hearing Therapists

9. Hospitality & Recreation Occupations

Airline Attendants
Athletic Coaches
Ballroom Dance Instructors
Camp Counselors
Caterers
Cooks & Chefs
Disc Jockeys
Hotel Managers
Hotel & Motel Workers
Professional Athletes
Service Representatives for Utilities
Singers
Recreation Workers
Theater Attendants
Travel Agency Workers
Waiters & Waitresses

10. Manufacturing Occupations

Aerospace Engineers
Aerospace Industries Manufacturing Workers
Air Conditioning & Refrigeration Engineers
Air Conditioning Technicians
Aluminum Industry Workers
Assemblers in Electronics
Atomic Energy Technicians
Automobile Manufacturing Workers
Blacksmiths
Boilermakers
Bookbinders
Cement Manufacturing Workers
Ceramic Engineers
Ceramic Industry Manufacturing Workers
Chemical Engineers
Chemical Technicians
Clothing Manufacturing Workers
Confectionery Industry Workers
Dairy Technologists
Draftspersons
Electronic Technicians
Electroplaters
Engineering Technicians
Factory Inspectors
Fire Protection Engineers
Food Freezing & Canning Workers
Food Technologists
Foundry Workers
Furniture Manufacturing Workers
Glass Manufacturing Workers
Hat & Millinery Workers
Ice Cream Manufacturing Workers
Industrial Chemical Industry Workers
Industrial Engineers
Instrument Makers
Jewelers
Job/Plant Supervisors

Manufacturing Occupations (Continued)

Leather Manufacturing Workers
Machinists
Meat Packing Workers
Metallurgical Engineers
Metal Mining Workers
Millwrights
Musical Instrument Manufacturing Workers
Non-ferrous Metals Industry Workers
Nuclear Engineers
Packing Manufacturing Workers
Paint, Varnish & Lacquer Industry Workers
Paper Industry Workers
Petroleum Refinery Workers
Photographic Manufacturing Workers
Physicists
Physics Technicians
Plastics Industry Workers
Power Truck Operators
Rubber Industry Workers
Shipbuilders
Shoe Manufacturing Workers
Soft Drink Industry Workers
Stationary Engineers
Structural Clay Industrial Workers
Tobacco Manufacturing Workers
Tool & Die Makers
Welders

11. Marine Science

Divers
Marine Workers
Oceanographers

12. Marketing & Distribution Occupations

Advertising Account Executives
Advertising Copywriters
Advertising Workers
Automobile Body Repair Workers
Automobile Mechanics
Automobile Salespeople
Automatic Vending Route Workers
Bookshop and Bookstore Sales Clerks
Buyers
Credit Workers
Data Processing Machine Technicians
Delivery Route Salespeople
Department Store Salespeople
Diesel Mechanics
Display Workers
Drugstore Clerks
Export and Import Workers
Farm Equipment Dealers
Florists
Food Store Checkers
Food Store Workers
General Merchandise Salespeople
Gift Shop Owners & Managers
Home Appliance Mechanics
House-to-House Salespeople
Industrial Machinery Technicians
Instrument Repairers
Insurance Agents
Marketing Research Workers
Newsstand Vendors
Office Machine Service Workers
Purchasing Agents
Radio-TV Technicians
Real Estate Agents
Retail Butchers
Retail Clothing Sales Clerks
Retail Sales Clerks
Salespeople-Wholesalers & Manufacturers
Securities Salespeople
Service Station Workers
Shipping Clerks
Stockclerks
Warehouse Workers
Watch Repairers

13. Personal Services Occupations

Barbers
Door Attendants
Funeral Directors
Hairdressers
Parking Attendants

14. Public Services Occupations

Air Traffic Controllers
Armed Forces
Athletic Coaches
City Managers
City Planners
Clergy Members
College Administrators & Advisers
Criminologists
Customs Workers
Detectives
Driving Instructors
Drug Manufacturing Workers
Elementary School Teachers
Employment Service Interviewers
FBI Agents
Federal Civil Service Workers
Federal Government Inspectors & Examiners
Fire Fighters
Foreign Service Workers
Fund Raisers
High School Teachers
Highway Engineers
Industrial & Labor Relations Workers
Internal Revenue Workers
Judges
Kindergarten & Nursery School Teachers
Lawyers
Mail Carriers
Museum Workers
Occupational Therapists
Physical Education Teachers
Police Officers
Political Scientists
Political Workers
Postal Clerks
Probational & Parole Workers
Psychiatrists
Psychiatric Social Workers
Public Health Nurses
Public Health Sanitarians
Public Librarians
Public Utility Workers
Railroad Track Workers
Religious Vocations
Recreation Workers
Safety Engineers
Sanitary Engineers
School Counselors
School Superintendents
Shorthand Reporters
Social Workers
Sociologists
Special Librarians
Tape Librarians
Teachers of Exceptional Children
Traffic Agents
Vocational Rehabilitation Counselors
Union Business Agents

15. Transportation Occupations

Aerospace Technicians
Airline Dispatchers
Airline Traffic Agents & Clerks
Air Traffic Controllers
Airline Pilots
Airplane Mechanics
Flight Attendants
Flight Engineers
Guards & Alarm System Workers
Helicopter Pilots
Local Bus Drivers
Stevedores
Merchant Apprentices
Railroad Brake Operators

Transportation Occupations (Continued)

Railroad Car Attendants
Railroad Track Workers
Safety Engineers
Ship Designers
Shore Employees & Stevedores
Taxicab Drivers
Traffic Engineers
Traffic Managers

DISCUSSION QUESTIONS

The following questions are designed to help you think more specifically about the effects sex stereotyping has in determining the choices that both females and males make in courses they enroll in and future careers they pursue.

SEX-ROLE STEREOTYPING AND ITS EFFECTS ON CAREER CHOICE

1. Has sex-role stereotyping been a factor in how both men and women participate in our labor force in terms of specific jobs they look for or obtain? How?

2. Do many women work in our society today? Do you think that most of these women work to help support families or just for "extra spending money"?

3. What is meant by a non-traditional career? Class? Give some specific examples.

4. Why is it important that more men and women pursue careers and courses that are considered non-traditional for their sex?

5. Is it difficult for males and females to enroll in non-traditional classes? Why or why not?

6. Why is it important that all students pursue classes that help them develop their interests and abilities, rather than attend classes that have been considered in the past to be "appropriate" for their sex?

WELCOME TO FANTASY ISLAND

Through several activities, we have been exploring how our concepts of men and women have been shaped by our culture. We have also tried to analyze some of the constructive changes that have been taking place in social attitudes which, in turn, translate into wider opportunities for both men and women.

In this activity, you will be asked to project your ideas and try to see what life could be like if these artificial distinctions between the sexes are further erased. The medium we'll use is called a "Brainstorming Session" --- a kind of no-holds-barred situation in which you can really let your ideas flow!

BRAINSTORMING is a technique or strategy of attacking or "storming" a problem with a maximum number of ideas in the shortest possible time.

RULES:

1. No judging or criticizing of contributions.
2. Encourage "freewheeling." Wild ideas are sometimes the best ones.
3. Quantity is wanted.
4. "Hitch-hiking" on other people's ideas is welcomed.

ASSUMPTIONS BEHIND BRAINSTORMING:

1. There is no one right answer to any complex problem.
2. Many of the most successful ideas are those which first appeared illogical, silly, or "uncorkable." (Transcontinental flight, television, or walking on the moon were once pretty ridiculous ideas.)
3. Critical judgments and the dead weight of past experiences tend to smother creative ideas.
4. A setting is needed in which new ideas may be given a chance to flourish.

("Brainstorming" material by Dr. Lynn Weldon, Adams State College)

DIRECTIONS: BREAK UP INTO SMALL GROUPS. Brainstorm as many of the following ideas or questions as time and interest permit. Meet together again as a large group to share ideas.

1. It has been suggested that in the future many jobs will be performed at home through the use of computers — no more commuting to work or punching a time clock. What effect might this have on the roles of both men and women? What do you think a "typical" day might be like in a family where one of the members "slaved all day over a hot computer" — but right at home? What if it were a "two computer family" and both husband and wife had computer careers? What changes in responsibilities might develop in such an arrangement?

2. Because of financial problems in families, as well as the desire for career opportunities, many women are holding management positions in businesses and corporations. Organizations are finding it to be good business to provide child care facilities right on the premises...so mother and baby head for work each morning. Project your ideas about the values of this arrangement and other work areas where on-site child care could be helpful. Also imagine what it would be like if businesses afforded the same service so men could bring their small children with them to work. How might this help improve father/child relations? What are the special benefits for the children? The fathers?

3. The 5'2" singer/songwriter, Paul Williams, once said, "When you look like I do, growing up is a painful process." Imagine what the world of the future could be like if people were judged solely on their value as human beings and not on some idealized concept of appearance --- e.g. that a man must be tall and macho and a woman slim and beautiful? What effect might this have on the selection of careers? On marriage? How do you think the advertising industry would respond to these changes when producing TV commercials or magazine advertisements?

4. Imagine a society in which all housework and care for young children is done by their fathers while the mothers are the principal wage-earners. What different kinds of training and experiences might these fathers feel they would need to care adequately for their children? What kind of qualities would you like to see these fathers possess in order to nurture and guide the children in a more loving, supportive way? What changes might such a society have on the perceptions of women about themselves...or about men? How might such a society affect the perceptions of men about their roles or those of women?

5. What are other areas of life that might be changed in the future as people become more enlightened about concepts of sex roles? What are the areas that you would especially like to see changed? Use your imagination to brainstorm some specific situations of greater equality for both men and women in the world of the future!

HELLO, WORLD!

Getting ready to step out into the world with all of its new experiences can be quite a challenge. Being well prepared in terms of future career plans can make that giant step a real adventure. Just knowing that you are not "boxed in" with your career choices makes the job of preparation a lot easier...and by now you should be well on your way toward planning that future. Whether you're going after a traditional or non-traditional career, good planning can turn your dream into a reality. The following checklist will help you determine if you have all the information you need to make a wise decision.

	YES	NO
1. Have I identified my future career? It is _____		
2. Have I talked to the right people about the job -- counselor, parents, employees, etc.?		
3. Have I checked into the training I will need?		
4. Do I know which schools offer this training?		
5. Is my career choice based on thorough research and knowledge?		
6. Have I checked on financial assistance to obtain the needed education or training?		

7. What courses in high school would help prepare me for this career?

8. Is this a traditional or non-traditional job for my sex? _____

9. If it is non-traditional, what barriers might I encounter? What steps might I take to overcome these barriers?

THEY CAN'T DO THAT TO ME...OR CAN THEY?

ANSWERS: Activity on pages 19-20

1. FALSE. Title IX prohibits discriminating against any person on the basis of pregnancy or related conditions. The school must deal with pregnancy as with any other temporary disability.

2. FALSE. Schools receiving federal funds cannot discriminate against any person in the application of rules of appearance. Schools are not prevented from having dress codes as long as the rules are applied equally to both sexes.

3. TRUE. Admission to courses cannot be denied anyone exclusively on the basis of sex.

4. TRUE. Just as girls cannot be prohibited from taking any course open to boys, so, too, boys cannot be barred from courses of their choice.

5. FALSE. Girls are allowed to try out and play on boys' athletic teams as long as contact sports are not involved, such as football, basketball, boxing, etc.

6. FALSE. Even though there cannot be discrimination in allowing students to enroll in various courses, the students still must have fulfilled all prerequisites. This was not discrimination because Rosetta had not taken the beginning course in welding.

7. FALSE. Students must be disciplined in equal manner for comparable offenses without treating them differently depending on whether they are boys or girls. To punish Martin more severely because he is a boy is prohibited.

8. FALSE. Schools must not discriminate against any person on the basis of sex in counseling and guidance. All students should be provided with the necessary information about both traditional and non-traditional careers and encouraged to follow their personal choices.

9. FALSE. According to Title IX, classes or portions of classes dealing with human sexuality may be conducted separately for males and females. However, general health education classes, excluding human sexuality units, cannot be segregated by sex.

10. TRUE. Under Title IX, pregnant students must not be forced to withdraw from school nor be placed in alternative teaching situations unless the student has the choice of agreeing to or refusing such optional arrangements.

11. TRUE. The automatic awarding of a letter jacket to boys and a charm to girls is in violation of Title IX. In order to accommodate individual preferences, schools can offer a choice of awards, rather than just routinely providing pre-selected awards based on supposed preferences or "appropriateness" according to sex.

12. FALSE. Although Title IX encourages the use of sex-fair textbooks and instructional materials, it does not require their use by schools.

13. FALSE. Schools offering financial assistance cannot limit general eligibility on the basis of sex or provide different amounts or types of assistance. Scholarships can be offered to one sex only, at the request of the donor, provided other opportunities exist for financial assistance for the other sex.

14. FALSE. Just as girls cannot be refused the right to play on boys' athletic teams — provided the teams do not involve contact sports — boys, also, have the right to try out for and play on girls' teams if no other opportunities exist. Because boys traditionally have had more opportunities in sports, greater emphasis has been placed on girls being allowed to join a boys' team, if needed. In the case described, Sam should be allowed to play on the girls' tennis team because he lacks other opportunities to play.

15. TRUE. In guidance and counseling, schools cannot use different materials or tests for boys and girls unless the materials cover the same occupations and are not sex-biased. The tests used by the counselor gave different treatment to the boys than to the girls and should, therefore, be prohibited.